

ENGLISH

2025 – 2026



THE GRANGE SCHOOL



English – Year 7

Key Learning Objectives	<ul style="list-style-type: none"> • Improve spelling, punctuation and grammar skills. • Develop ability to read texts for understanding, and to analyse the techniques writers use, and their effects on the reader. • Develop ability to write different text types for a range of purposes and audiences. • Develop ability to speak confidently and effectively in a range of situations, formal and informal.
Curriculum Content:	
Autumn term 1st Half	Childhood and Innocence – Boy novel reading Understanding autobiographical writing and analysing the theme of childhood and innocence. Developing analytical skills through exploring and evaluating the writer’s craft.
Autumn term 2nd Half	Shakespeare – parent-child relationship Studying selected extracts from various Shakespeare’s plays. Key scene analysis; understanding the writer’s use of language and characterization on the theme of parent-child relationship.
Spring term 1st Half	Danger and mystery – Narrative and Descriptive writing Communicating clearly, effectively and imaginatively; selecting and adapting tone, style and register for a specific form and purpose.
Spring term 2nd Half	Poetry from other cultures Exploring how ideas, experiences, and language are portrayed in different poems.
Summer term 1st Half	Places, journeys and visits – Transactional writing Communicating clearly, effectively and imaginatively; selecting and adapting tone, style and register for a specific form and purpose.
Summer term 2nd Half	Fantasy - 19th century novel – Alice’s adventure in wonderland: Understanding the techniques used in the novel. Developing analytical skills through exploring and evaluating the writer’s craft.
Assessments	Two marked pieces either on reading or writing as per each Scheme of Learning. Assessments allow students to become familiar with the format of the English Language and English Literature exams that they will encounter in Year 11.
Homework Structure	Students to complete homework once a week. This could be a task set by the teacher from the lesson, a choice of differentiated homeworks from the homework menu (on Satchel One) or a variety of quizzes designed to improve vocabulary and spelling (on Satchel One).
School-based enrichment opportunities	Book club, writing group, activities for World Book Day.
Resources available for home-based study	Resources on VLE

English – Year 8

Key Learning Objectives	<ul style="list-style-type: none"> • Improve spelling, punctuation and grammar skills. • Develop ability to read texts for understanding, and to analyse the techniques writers use, and their effects on the reader. • Develop ability to write different text types for a range of purposes and audiences. • Develop ability to speak confidently and effectively in a range of situations, formal and informal.
Curriculum Content:	
Autumn Term 1st Half	Fantasy and adventure - Short story – A sound of thunder Building on analytical skills introduced in Year 7. Analysis of characters, plot and themes in prose texts. Looking at the language and tone in a fictional text. Authorial intent. Analysis of language and structure and tone, using PETAL.
Autumn Term 2nd Half	Judging Others Exploring prejudice and its effects through non-fiction taken from the book I am Malala.
Spring Term 1st Half	Social media - Viewpoint writing Exploring how people present viewpoints and opinions. Understanding how social media is presented in articles and reviews. Learn how to use language to present a viewpoint on social media.
Spring Term 2nd Half	Relationships - The boy in the striped pyjamas – play Development of drama text analysis skills introduced in the Shakespeare scheme, with a focus on stage directions and character development. Cultural capital – explore the historical context of the play.
Summer Term 1st Half	War poetry: Building on the skills introduced in the Year 7 poetry scheme, develop: understanding of poetry and poetic devices. Analysis of a range of poetry exploring themes of war, violence, power and conflict. Exploring a range of poetic structures.
Summer Term 2nd Half	Politics and dystopia Animal Farm – reading and creative writing Good reading leads to good writing. Building on narrative and descriptive writing skills introduced in Year 7, further develop: descriptive and narrative writing skills. How to structure narrative texts according to purpose, audience and format. Literary techniques. Writing with technical accuracy. Cultural capital – exposure to this key text, and its political context.
Assessments	Two marked pieces of assessment either on reading or writing as per each Scheme of Learning. Assessments are in the format of the new GCSE exams and students are graded from 1-9. Assessments allow students to become familiar with the format of the English Language and English Literature exams that they will encounter in Year 11.
Homework Structure	Students to complete homework once a fortnight. This could be a task set by the teacher from the lesson, a choice of differentiated homeworks from the homework menu (on Satchel One) or a variety of quizzes designed to improve vocabulary and spelling (on Satchel One).
School-based enrichment opportunities	Book club, writing group, activities for World Book Day.
Resources available for home-based study	Resources on VLE.

English – Year 9

Key Learning Objectives	<ul style="list-style-type: none"> • To experience a range of fiction, non-fiction, and media texts. • To experience writing for a range of audiences and purposes. • To recap key literacy skills. • To develop analytical and essay writing skills. • To learn about historical and social contexts in texts. • To prepare students for GCSE learning and assessment.
Curriculum Content:	
Autumn Term 1st Half	Relationships - Viewpoints writing Students will further embed the non-fiction writing skills learnt over two years. They will deepen their knowledge and understanding of this key GCSE skill. Embedding: Structuring and organising texts according to purpose, audience and format. (Looking at a wider range of transactional forms.) Confident use of AFOREST techniques. Writing with technical accuracy.
Autumn Term 2nd Half	Human existence Social inequality The Pearl – novel reading Students will further embed the prose analysis skills learnt over two years. They will deepen their knowledge and understanding of this key GCSE skill. Embedding: Analysis of characters, plot and themes in prose texts. Looking at the language and tone in a fictional text Authorial intent Analysis of language and structure and tone, using PETAL. Cultural capital: Exposure to this seminal text from another culture.
Spring Term 1st Half	Gothic reading - Exploration in creative reading Students will further embed the fiction understanding, analysis and evaluation skills learnt over the key stage. They will deepen their knowledge and understanding of these key GCSE skills. Analysis of language, form and structure in non-fiction texts, developing the work already done on the use of PETAL.
Spring Term 2nd Half	Gothic writing - Exploration in creative writing Students will further embed the narrative and descriptive writing skills learnt over two years. They will deepen their knowledge and understanding of this key GCSE skill. They will learn how to structure narrative and descriptive texts according to purpose, audience and format.
Summer Term 1st Half	Human nature - Shakespeare Tempest Studying a Shakespeare play key scene analysis; developing skills in inference and deduction, language analysis; and understanding the writer’s purpose and the significance of the context.
Summer Term 2nd Half	Presentation of characters Further building on analytical skills and writers’ craft. Analysis of characters, plot and themes in short extracts. Looking at the language and tone in fictional texts. Authorial intent. Analysis of language and structure and tone, using PETAL.
Assessments	Two marked pieces of assessment either on reading or writing as per each Scheme of Learning. Assessments are in the format of the new GCSE exams and students are graded from 1-9. Assessments allow students to become familiar with the format of the English Language and English Literature exams that they will encounter in Year 11.

Homework Structure	Students to complete homework once a fortnight. This could be a task set by the teacher from the lesson, a choice of differentiated homeworks from the homework menu (on Satchel One) or a variety of quizzes designed to improve vocabulary and spelling (on Satchel One).
School-based enrichment opportunities	Book club, writing group, activities for World Book Day.
Resources available for home-based study	Resources on VLE.

English Language and English Literature - GCSE

Course Details	<p>Exam Board: AQA</p> <p>Level: GCSE (One for English Language and one for English Literature)</p> <p>Examination Structure: 100% Examination</p> <p>Coursework / Controlled Assessment: n/a</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. • Explain, comment on, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. • Evaluate texts critically and support this with appropriate textual references. • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style, and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. • Use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation. • Maintain a critical style and develop an informed personal response. • Use textual references, including quotations, to support and illustrate interpretations. • Analyse the language, form, and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Show understanding of the relationships between texts and the contexts in which they were written.
Curriculum Content – Year 10	
Autumn Term (September – December)	<p>Introduction to English, AQA Poetry Anthology, English Language Paper 1 skills and the 19th Century Novel</p> <p>Students look at an introduction to the course for both English Language and English Literature. The groups continue to explore poetry and prose and comment on the key ideas and skills. A range of poems will be studied around the theme of “Conflict”. Students will also be taught how to approach unseen poetry. From this, they will also be given the opportunity to explore how to write imaginatively using a variety of stimulus material.</p> <p>Students will engage in creative texts which will inspire them to write creatively. Students will read literature fiction texts in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. They will learn to create their own creative texts, inspired by the topic explored during the scheme.</p> <p>Students will read an entire text “A Christmas Carol”, students will also look at a variety of different extracts from Victorian literature. While looking at the themes in the texts, a study of the context and the language will also be included, allowing students to fully understand this part of the English literary cannon.</p>
Spring Term (January - April)	<p>Post-1914 Text and Reading Non-Fiction</p> <p>Students read “An Inspector Calls”, focusing on how the author has crafted their ideas about key themes and the context of the text. While studying their literature text, there will be further study of related social theories. Students are taught the skills of inference and evaluation.</p> <p>They will also consider viewpoints in texts and in their own writing, with a focus on how to persuade the reader. The schemes are taught using the approach suggested by the exam board, where students are encouraged to be independent learners and consider the reasons behind their choices.</p> <p>During this term, students also undertake their speaking and listening endorsement.</p>
Summer Term (May - July)	<p>Unseen poetry and explorations in creative reading and writing</p> <p>A range of poems will be studied around various themes.</p> <p>Students will engage in creative texts which will inspire them to write creatively. Students will read literature fiction texts in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. They will learn to create their own creative texts, inspired by the topic explored during the scheme.</p>

Curriculum Content – Year 11	
Autumn Term (September – December)	Shakespeare An entire Shakespeare text is studied: either “Romeo and Juliet” or “Macbeth”. The language, form, and structure of the text is considered alongside the social and historical contexts in which the plays were written.
Spring term (January - May)	Revision English Literature Students continue to develop skills to analyse how the language, form, structure and context of texts can create meanings and effects, from these chosen texts: <ul style="list-style-type: none"> • “Romeo and Juliet” or “Macbeth”. • “An Inspector Calls”. • “A Christmas Carol”. • Poetry anthology “Conflict” and Unseen poems comparison. English Language <ul style="list-style-type: none"> • Evaluate literature fiction extracts and a range of fiction and non-fiction texts. • Develop imaginative and viewpoint writing skills. • Use spelling, punctuation and grammar accurately.
Assessments	Regular assessments (on average, every three weeks) using exam-style questions from the relevant section of the examinations. English Language and Literature mock examinations at the end of Year 10 and 11.
Homework / independent study	Students to complete homework once a week, or more frequently as needed. This could be a task set by the teacher from the lesson, a choice of differentiated homeworks from the homework menu (on Satchel One), or a variety of quizzes designed to improve vocabulary and spelling (on Satchel One).
School-based enrichment opportunities	Book club, writing group, activities for World Book Day.
Resources available for home-based study	Study guides: <ul style="list-style-type: none"> • Macbeth – ISBN: 9781841461168 or Romeo and Juliet – ISBN: 9781841461182 • An Inspector Calls – ISBN: 978-1841461151 • A Christmas Carol – ISBN: 1782943099

English Literature – A-Level

Course Details	Exam Board: Edexcel Level: A-Level Examination Structure: 3 written exams. Coursework/Controlled Assessment: (20%) One 2500 - 3000 word essay.
Key Learning Objectives	<ul style="list-style-type: none"> • Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. • Analyse ways in which meanings are shaped in literary texts. • Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • Explore connections across literary texts. • Explore literary texts informed by different interpretations.
Curriculum Content – Year 12	
Autumn Term (September – December)	Students study: <ul style="list-style-type: none"> • <i>Hamlet</i> by William Shakespeare. • <i>A Streetcar Named Desire</i> by Tennessee Williams. • <i>Edexcel Critical Anthology: Tragedy</i>. Overview of assessment <ul style="list-style-type: none"> • Written examination, lasting 2 hours and 15 minutes. • Open book – clean copies of the drama texts can be taken into the examination. The Critical Anthology must not be taken into the examination. • Total of 60 marks available – 35 marks for Section A and 25 marks for Section B. • Two sections: students answer one question from a choice of two on their studied text for both Section A and Section B. • Section A – Shakespeare: one essay question, incorporating ideas from wider critical reading. • Section B – Other Drama: one essay question.
Spring Term (January - April)	Students study: Two prose texts on the theme of Science and Religion: <ul style="list-style-type: none"> • <i>The Handmaids Tale</i> by Margaret Atwood. • <i>Frankenstein</i> by Mary Shelley. Overview of assessment <ul style="list-style-type: none"> • Written examination, lasting 1 hour. • Open book – clean copies of the prose texts can be taken into the examination. • Total of 40 marks available. • Students answer one comparative essay question from a choice of two on their studied theme.
Summer Term (May-July)	Overview of content: NEA Coursework Students have a free choice of two texts to study Chosen texts: must be different from those studied in Components 1, 2 and 3 must be complete texts and may be linked by theme, movement, author or period may be selected from poetry, drama, prose or literary non-fiction. Overview of assessment of coursework: Students produce one assignment: <ul style="list-style-type: none"> • one extended comparative essay referring to two texts (AO1, AO2, AO3, AO4, AO5 assessed) • advisory total word count is 2500–3000 words total of 60 marks available.

Curriculum Content – Year 13

Autumn Term (September – December)	<p>Students study:</p> <ul style="list-style-type: none"> • Poetic form, meaning and language • A selection of post-2000 specified poetry and <p>A specified range of poetry from <i>either</i></p> <ul style="list-style-type: none"> • A literary period (either pre- or post-1900) • <i>or</i> • A named poet from within a literary period. <p>Overview of assessment</p> <ul style="list-style-type: none"> • Written examination, lasting 2 hours and 15 minutes. • Open book – clean copies of the poetry texts can be taken into the examination. • Total of 60 marks available – 30 marks for Section A and 30 marks for Section B. • Two sections: students answer one question from a choice of two, comparing an unseen poem with a named poem from their studied contemporary text and one question from a choice of two on their studied movement/poet. • Section A – Post-2000 Specified Poetry: one comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text. <p>Section B – Specified Poetry Pre- or Post-1900: one essay question.</p>
Spring Term (January - May)	<p>Revision</p> <p><i>Hamlet</i> by William Shakespeare. <i>A Streetcar Named Desire</i> by Tennessee Williams. <i>Edexcel Critical Anthology: Tragedy</i>. Two prose texts on the theme of Science and Religion: <i>The Handmaids Tale</i> by Margaret Atwood. <i>Frankenstein</i> by Mary Shelley Poetry.</p>
Assessments	<p>Half-termly assessments based on the current text which is being studied.</p> <p>Coursework (2500-3000 word essay) comparing two texts: Students independently choose two appropriate texts which reflect the literary canon.</p>
Homework / independent study	<p>Coursework and independent wider reading across both years; along with a variety of practice essays and research tasks.</p>
Equipment required	<p>All set texts need to be purchased in advance of them being studied. This includes at least 6 set text plus two coursework texts.</p>
School-based enrichment opportunities	<p>Book club, writing group, activities for World Book Day; theatre trips.</p>
Resources available for home-based study	<p>Resources on TEAMS.</p>

Film Studies

Course Details	<p>Exam Board: WJEC EDUQAS</p> <p>Level: A-Level.</p> <p>Examination Structure: 2 written papers (70%)</p> <p>Coursework/Controlled Assessment: (30%) Writing a screenplay and creating a digital storyboard for a short film (1600-1800 words) and a written evaluation (1600-1800 words).</p>
Key Learning Objectives	<p>The WJEC Eduqas A-level in Film Studies aims to enable learners to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • a diverse range of film, including documentary, film from the silent era, experimental film, and short film • the significance of film and film practice in national, global, and historical contexts • film and its key contexts (including social, cultural, political, historical, and technological contexts) • how films generate meanings and responses • film as an aesthetic medium • the different ways in which spectators respond to film. <p>It also aims to enable learners to:</p> <ul style="list-style-type: none"> • apply critical approaches to film and • apply knowledge and understanding of film through screenwriting.
Curriculum Content – Year 12	
Autumn Term (September – December)	<p>Hollywood Cinema and Introducing British Cinema</p> <ul style="list-style-type: none"> • Classical Hollywood (1930-1960). • New Hollywood (1961-1990). • American Mainstream Film. • British cinema • Silent Cinema
Spring Term (January - April)	<p>Global Film</p> <ul style="list-style-type: none"> • Key Concepts in Film (technical and visual). • European Film. • Global Film. • Documentary Film.
Summer Term (May - July)	<p>Getting Creative: Production</p> <ul style="list-style-type: none"> • Writing a screenplay. • Creating a digital photographic storyboard. • Evaluation.
Curriculum Content – Year 13	
Autumn Term (September – December)	<p>Experimental</p> <ul style="list-style-type: none"> • Debates and theories
Spring Term (January - May)	<p>Revision</p>

Assessments	Half termly assessments based on the current text which is being studied. Coursework (writing a screenplay and digital story board for a short film (1600-1800 words) and a written evaluation (1600-1800 words)).
Homework / independent study	Coursework and independent wider reading across both years, along with a variety of practice essays and research tasks.
Equipment required	It is strongly advisable that all 12 set texts are purchased or accessible for reference(films). It is also recommended that the course textbook is bought.
School-based enrichment opportunities	A variety of activities including film screenings; visits to cinemas (including a variety of cinema types from multiplex to art house); visits to film studios (Pinewood); Film making workshop opportunities.
Resources available for home-based study	Resources on TEAMS.